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ABSTRACT

Austin Community College (ACC) is undergoing reorganization in an attempt to create a "single college" organizational structure to replace its current "campus with five competing colleges" model. By doing so, ACC hopes to create an atmosphere in which short and long range planning efforts are aimed at the overall good of the organization. The three principles of the reorganization include: responding to student, faculty, and administrator concerns, becoming more responsive to the local business community with workforce education, and empowering faculty decision making. ACC has restructured the administration, adding two vice-presidents and replacing department chairs with 7 deans and 19 to 20 assistant deans drawn from the full-time faculty. In addition, 18 instructional task forces will have major academic programming responsibilities and will act as a link between the deans and faculty. For workforce education, 6 coordinating committees and 39 program coordinators will work with their respective instructional task forces. Task force leaders will be provided release time and cash stipends for their administrative duties. Three provosts will oversee multiple colleges, with one overseeing the three, geographically close campuses in the central Austin area, another coordinating the growth of two developing campuses, and a third linking the programs of ACC's extension operation with a comprehensive campus. (Includes a chart of the instructional task forces.) (ECF)

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Roles and Responsibilities--Single College Orientation

Richard Fonte

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Roles and Responsibilities—Single College Orientation

Speech by Richard Fonte, President
May 1, 1997

The movement to a "Single College" concept by Austin Community College requires changes that call on many parts of the institution to adjust to a new "way of life." I clearly recognize that these changes will not always be easy, but I am confident that the benefits will outweigh "the pain of adjustment," if we keep ourselves focused on key principles.

First, the implementation of a "Single College" concept is intended to facilitate the college in planning a single vision of what it wishes to achieve, and its future direction. The college-wide, long-range and short-range planning efforts will benefit from a perspective that thinks of the "overall" good of the entire organization, rather than engaging in efforts that pit "one campus against another." This past year's strategic planning and budget development process have clearly been strained by the tension between a "big picture," single-college perspective and campus orientations. While we have made some recent adjustments in the process, such as the college-wide budget hearings and the efforts to develop college-wide division plans for technology, the effort has been difficult because of our fragmented organization.

Therefore, I am hopeful that our new organization will give added strength to the existing "shared governance" structures, such as the Academic Affairs Council, Student Development Council, and the Administrative Services Council. I am hopeful the new structure will also help the President's Effectiveness Council, and all the councils, to become a vital element in our college-wide ability to respond to our SACS' responsibilities in the areas of college-wide institutional effectiveness and planning. The first principle of our reorganization, therefore, is to achieve a positive impact on responding to the SACS concerns over the college's overall ability to plan and evaluate its programs.

Secondly, I obviously need only remind everyone that the local business community, expects and demands that they deal with "one college" not "five colleges" based on separate campuses. The college's struggles to respond successfully to the business community under our past structure have actually caused us embarrassment and have clearly made us less than responsive. The new structure should help us respond more effectively to the Austin business community in the area of workforce education--a second major principle of our reorganization.

A third principle of the reorganization for a single-college is to "empower" faculty decision-making in an academic or programmatic context. In fact, the "single-college" structure aims at moving us from "geographic-based" decision-making to "academic-connected" decision-making with strong faculty leadership throughout the structure.

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The decision to have faculty and academic programs relate directly to two associate vice presidents, with academic leadership for transfer programs and workforce programs, is aimed at having decision-making "academically connected" rather than geographic or campus based. The two associate vice presidents directly connect to the college's instructional purpose through seven deans, who will be faculty members, drawn from the ranks of any full-time faculty members at Austin Community College. The seven groupings of academic programs under each of these faculty members were
developed through the input of ACC faculty. If you would like to apply, you can still do so until tomorrow. And, as I have said, these deanships are open to every full-time faculty member.

These seven college-wide "faculty" deans will be, along with the two associate vice presidents and the Executive Vice President, will be key academic leaders; but they are not the only academic leadership in the new structure. I would like to discuss four additional elements of the new structure that should further "empower" faculty--instructional task forces, workforce coordinating committees, program coordinators, and assistant deans.

Under the new structure, we have created 18 instructional task forces, headed by a faculty member with released time. Instructional task forces were established in closely related discipline or programmatic areas that have sufficient full-time faculty in those disciplines. There will be 13 instructional task forces for the academic programs. The chair of these instructional task forces will be elected by their peers. The following is the list of these instructional task forces and their discipline groupings. We acknowledge the input of the division chairs on these suggested groupings. These 13 instructional task forces are divided among the responsibilities of the three academic college-wide deans. The instructional task forces on the transfer, academic side on the house, will have major academic program planning responsibilities, both long-range and short range. They become the vital link between the deans and the associate vice president and the individual faculty members. The new budgets of the college in future years will begin with faculty within their instructional task forces developing discipline-connected planning priorities. The chair of the task force will be the chosen representative of those faculty on budget issues, technology planning, institutional effectiveness plans and curriculum development. I expect that most of the vital work of the college in academic transfer programs will take place in the instructional task force. I would hope, and expect, that the task forces will also be involved in recommending the development of the schedule of classes and develop priorities of course scheduling for the deans and to the campus leadership. The instructional task force chairs and task force members will also develop strategies for program evaluation according to the SACS' expectations. Task force chairs will recommend faculty members to deans to become mentors for new faculty or adjunct faculty and recommend faculty evaluators of adjunct faculty to the academic deans.

As I stated in my last speech, during the first year of transition, the former department chairs on the academic or transfer side of the college, will be asked to perform these functions as they receive a stipend. In the future, the instructional task force chairs, would have a greater pool

of faculty from which to select, to perform these functions. They will, under the new structure, be "empowered" to make these recommendations to the dean, of faculty members who will receive stipends to carry out specific tasks. We will hold the elections for instructional task force chairs during the week of General Assembly in August.

On the workforce education side of the college, the faculty involvement system is more complex. We will have five instructional task forces, and 39 program coordinators. In addition, we will seek to establish six broader, workforce education coordinating committees. The five instructional task forces will be headed by a program coordinator who will receive released time in addition to a stipend. The five instructional task forces will be: (1) Computer Information Systems/Computer Science, (2) Engineering Design Graphics, (3) Electronics and Semiconductor Manufacturing technology, (4) Accounting, and (5) Nursing. These areas have been selected to have task forces because they meet the 'critical mass" criteria of having sufficient number of full-time faculty in the same or closely related area. These task force chairs will all receive 20 % course load reductions with the exception of nursing which will receive a 40% load reduction. The other areas will have program coordinators as their academic leaders with stipends. All 39 programs have also been grouped into six industry-wide workforce education coordinating committees, which will either be headed by the faculty dean, or by a designated faculty assistant dean. These faculty members will have released time for these functions. These workforce coordinating committee will attempt to work on "core-development" issues, such as a core curriculum, core equipment useful across related programs, and core outreach to the related industry sector. The six groupings are as follows:

Instructional Task Forces

Academic Programs

Social and Behavioral Sciences
4 Instructional Task Forces

(1) Sociology
Social Work
Anthropology
Geography
Economics

(2) Government
(3) History
(4) Psychology
Human Development

Mathematics and Sciences
5 Instructional Task Forces

(1) Biology
Nutrition
(2) Chemistry
(3) Health and Kinesiology
(4) Mathematics
Developmental Math

(5) Astronomy
Engineering
Geology
Physics
Physical Science

Arts and Humanities
4 Instructional Task Force

(1) English
Developmental English
Developmental Reading
Speech
Journalism
(2) Foreign Language
(3) Developmental English
Developmental Reading
English as a Second Language

(4) Art
Music
Dance
Drama
Radio Television Film
Philosophy
Religion
Humanities

Workforce Education Programs

Computer Studies and Advanced Technology
3 Instructional Task Forces
1 Workforce Coordinating Committee
4 Program Coordinators

(1) CIS/CSC (Task Force)
Engineering Design Graphics (Task Force)
Electronics
Semiconductor Manufacturing Technology (Electronics and SMT Task Force)

Applied Technologies, Multimedia, and Public Service
No Instructional Task Forces
3 Workforce Coordinating Committees
17 Program Coordinators

(1) Air Conditioning/Heating, and Refrigeration
Automotive Technology
Building Construction Technology
Power Mechanics
Welding
Horticulture
Surveying
(2) Printing
Photography
Commercial Music
Commercial Art
Technical Communications
(3) Criminal Justice
Child Development
Fire Protection
Human Services
Legal Assistant

Health Sciences
1 Instructional Task Force
1 Workforce Coordinating Committee
10 Program Coordinators

(1) Associate Degree Nursing (Nursing Task Force)
Vocational Nursing
Allied Health Sciences
Diagnostic Medical Imaging - Sonography
Diagnostic Medical Imaging - Radiology
Medical Laboratory Technology
Emergency Medical Services Technology
Occupational Therapy Assistant
Physical Therapy Assistant
Surgical Technology

Business Studies
1 Instructional Task Force
1 Workforce Coordinating Committee

(1) Accounting (Task Force)
Business Management
Hospitality Management
Office Systems Technology
Fashion Merchandising
Mid-Management
Marketing
Real Estate
Quality Assurance

In comparison to our current organization, it is important to understand that department chairs on the workforce side have essentially been re-named program coordinators with stipends rather than released time. This reflects the common terminology and common practice for academic leadership for career education throughout the United States. The current system of advisory councils for individual programs remains, and it will be the responsibility of the program coordinator to work with these advisory councils. For all these responsibilities, they will receive stipends. On occasion, when the requirement of outside accreditation agencies--particularly in the health areas--demand, released time will also be given to workforce areas faculty to assist in the preparation of self-studies, etc.

In fact, throughout the institution, release time assignment will be made available for extraordinary curriculum related projects that exceed the normal expectations of faculty as professionals. On the workforce side and also on the academic program or transfer side of the organization, the respective deans will have pools of released time that they can grant to faculty for specific curriculum development or program quality activities. On the workforce side, a minimum of 20 sections of released time annually will be available for special projects. A comparable pool will be available on the academic side.

Within the workforce education side, the four relevant deans will be assisted by seven to eight assistant deans. In cases where programs are at more than one campus, an assistant dean, will be located at a campus that does not have either a dean or an instructional task force chair, or a program coordinator. In three instances under the deanship of Applied Technologies, Multimedia and Public Services, these assistant deans will also head a workforce education coordinating committee. These assistant deans will be faculty with 20% released time. In seven of the eight cases, these assistant deans also will be a program coordinator. A system of rotation among program coordinators established by the dean will be the means of selection. The program coordinators will also retain their stipend during this period of "assistant dean" service.

On the academic programs side of the institution, the three deans will be assisted by 12 assistant deans, each with 20% released time. They will be located at campus sites where the dean is not based. These assistant deans will be chosen by deans.

In general, assistant deans will provide campus-based coordination and facilitation for a grouping of disciplines or programs. They will be available to respond to questions, complaints, concerns of faculty (especially adjunct) and students. They will handle on-site logistical problems and supervise campus-based support staff in offices and labs.

The system I have outlined places the key decision-making power of the institution with the faculty. The new system balances the use of released time and stipends. I recognize, in the past, we have relied almost exclusively upon released time for administrative duties taken on by faculty. This new system is clearly a change. I acknowledge the work that all of our faculty performed through the old system. I truly value your contributions. As I stated in my last presentation, I am willing to pay for those contributions in the future through cash stipends. We will have a year of transition, and I seek you input on the appropriate stipends for administrative duties, such as adjunct faculty evaluations, mentoring, etc., that would be appropriate to begin in Fall 1998. During the first year of transition, as I stated earlier, stipends will be reserved for

former department chairs who have no other new assignment. In fact, they will even make more money than in the current year, if they maintain their same overall load. All the above changes will be effective with the Fall term.

The final element of reorganization of the college to achieve a "single college" is the campus-based structure. In this area, we have been very well served by our four, regularly appointed campus vice presidents and Maxine Montgomery, on an interim basis. The new structure changes our campus-based leadership structure, while retaining each of these four regularly appointed individuals. As I have already stated, instructional faculty do not report to the campus leadership structure; but student services, academic program support, and the direction of maintenance are site-based and supervised. In addition, the development of class schedules, including "go-no go" decisions, will be made at a local level.

The new organizational structure will utilize three Provosts. There will be a Provost of the Central Austin Campuses--Riverside, Rio Grande and Eastridge, who will be Tyra Duncan Hall, with Nancy Glass becoming the Vice-Provost. There will be a Provost for Northridge and Open Campus (our extension operations) who will be Steve Kinslow. There will be a Provost for Cypress and Pinnacle, who will be Cha Guzman.

The key element of this new structure is an acknowledgment that we must closely plan and direct the three campuses in the central Austin area as a single planning unit. These campuses are located less than four miles from each other and must be closely coordinated in areas such as schedule and facility utilization. The new, single provost will assure that we accomplish these tasks. I do recognize that this is a large responsibility and, therefore, requires a Vice-Provost. During the first year of this transition, Tyra will split her time equally between Riverside and Rio Grande. Once the new East Austin Campus is built, the Provost will be officially housed on this campus. As an aside, the functions of adult education carried out at the Robbins Academy--currently connected to Rio Grande--will be the responsibility of our adult education leadership under Deborah Gaddy and Barbara Selke-Kern.

The other combinations have the following rationale--Cypress and Pinnacle are "developing campuses" and would benefit by a provost who thinks about both campuses in that context. The linking of Northridge and Open Campus should link our extension operation with a comprehensive campus that should allow our non-traditional open campus to develop in close connection to a traditional based campus. The synergy between the two efforts should strengthen both. I believe it will help our efforts to provide programming to the nearby "service areas" such as those contemplated under our multi instruction teaching center (MITC) agreement in Williamson County. As an additional aside, responsibilities for the Williamson County Fire Academy in Taylor will also be the responsibility of this provost.

Moreover, as you can see, each provost will have responsibility for more than one campus. This multi-campus orientation, will strengthen our movement toward a broad view that is essential to the development of "single college" orientation. By moving from a single-campus responsibility to a multiple-campus responsibility, along with the various other college-wide responsibilities I have assigned to these four individuals, I believe the overall objective of our "single college" orientation is facilitated. In the case of one of these provosts, Cha Guzman, the college-wide activities are so extensive, she will retain the title of a Vice President of

Institutional Advancement, in addition to the title of Provost. I guess, she will appear in two places on the organization chart.

You may ask, will there be more reorganization, do I plan on having another meeting in several weeks--the answer is no. But, it is true that every organization is a living and changeable entity. I believe that the changes I have outlined basically complete the conversion of the college, to a single-college organization under a set of principles which I have outlined. As I stated earlier, these changes are not cost-saving activities, they are changes to make the college more effective and responsive. If you analyze the new structure, you can easily see that it relies heavily upon a faculty-based, decision-making and leadership structure. I am confidant that this reliance will make Austin Community College unique and special. I look forward to working with all of you to make Austin Community College reach its goals and objectives as suggested in the college's call for action and strategic plan provided to SACS. I believe the shared governance structure and new organization will assist us to reach those goals in a manner especially responsive to our local business community and local residents. Thank you.